DOCUMENT RESUME

ED 152 206 HE 009 802

AUTHOR Coles, H. William, III
TITLE College Student Perceptions, 1976 Freshmen and Seniors. Expectations and Perceptions of Faculty.
INSTITUTION State Univ. of New York, Buffalo. Student Testing and Research Office.
PUB DATE Sep 77
NOTE 34p.
AVAILABLE FROM State University of New York at Buffalo, Student Testing and Research, 316 Harriman Library, Main St. Campus, Buffalo, New York, 14214

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *College Freshmen; College Majors; *College Students; *Expectation; Higher Education; Institutional Research; Perception; Research Projects; *School Surveys; Statistical Data; *Student Evaluation of Teacher Performance; *Student Teacher Relationship; Teacher Behavior
IDENTIFIERS College Seniors; *State University of New York Buffalo

ABSTRACT

A survey involving 1,639 freshmen and 244 seniors was conducted at the State University of New York at Buffalo (SUNY/B) in 1976 to determine freshmen expectation of faculty behavior and seniors' perception of their major and non-major faculty. Freshmen expected, for the most part, that the faculty they would have their first year would communicate their knowledge skillfully, challenge students, and be friendly, open-minded, and creative. Most faculty, however, were not expected to be interested in the students as individuals. Freshmen expected many faculty to treat students impersonally and not to encourage student participation in class. Seniors reported their perceptions of the attributes and behaviors of both the faculty in their major courses and those in their non-major courses. Nearly all of the major faculty were reported to have been fair, friendly, enthusiastic about the subject taught, and able to communicate their knowledge skillfully. Faculty teaching non-major courses were generally viewed by the seniors as being less knowledgeable and less supportive than their major faculty. A substantial portion of these non-major faculty were reported by seniors to have treated students impersonally. (Author/SPG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED152206

college student perceptions

SCOPE OF INTEREST NOTICE
The ERIC Facility has assigned this document for processing to: TM | HE
In our judgement, this document is also of interest to the clearinghouses noted to the right. Indexing should reflect their special points of view.

1976 FRESHMEN AND SENIORS

EXPECTATIONS AND PERCEPTIONS OF FACULTY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
SUNY Buffalo
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND THE ERIC SYSTEM CONTRACTORS."

HE009802

Student Testing and Research, Division of Student Affairs

STATE UNIVERSITY OF NEW YORK AT BUFFALO

COLLEGE STUDENT PERCEPTIONS

1976 FRESHMEN AND SENIORS

Expectations and Perceptions of Faculty

H. William Coles, III

Student Testing and Research
Division of Student Affairs
State University of New York at Buffalo

September 1977

FOREWORD

Student Testing and Research, of the Division of Student Affairs, State University of New York at Buffalo (SUNY/B), conducts research to investigate the impact of SUNY/B on the personal, social, intellectual, and professional development of its students.[1] Freshmen and seniors are valuable sources of such information. Incoming freshmen provide information regarding their background, interests, self-perceptions, and goals as well as their expectations of various aspects of their university experience. Seniors are in a position to assess the broad spectrum of activities, events, and experiences which collectively define their university experience.

---

[1]A list of reports of this research, with a brief description of their contents, is available upon request from Student Testing and Research, 316 Harriman Library, Main St. Campus, State University of New York at Buffalo, Buffalo, New York, 14214.

TABLE OF CONTENTS

FOREWORD . . . . . *iii*
TABLE OF CONTENTS . . . . . *v*
LIST OF TABLES . . . . . *vii*
LIST OF FIGURES . . . . . *vii*

CHAPTER — PAGE

I PROCEDURE 1
- SAMPLING AND SAMPLES 1
- QUESTIONNAIRES 2
- DATA ANALYSIS 2
- PRESENTATION OF DATA 3

II FRESHMAN EXPECTATIONS OF FACULTY BEHAVIOR 5
- POSITIVE CHARACTERISTICS 5
- NEGATIVE CHARACTERISTICS 7

III SENIORS' PERCEPTIONS OF THEIR MAJOR AND NON-MAJOR FACULTY . 9
- MAJOR FACULTY 9
  - Positive Characteristics 9
  - Negative Characteristics 11
- NON-MAJOR FACULTY 13
  - Positive Characteristics 13
  - Negative Characteristics 14

IV FACULTY CHARACTERISTICS: COMPARISON OF FRESHMEN'S EXPECTATIONS AND SENIORS' PERCEPTIONS 17

V SUMMARY 25

LIST OF TABLES

TABLE		PAGE
2.1	Freshman Expectations of Faculty Behavior	6
3.1	Positive Characteristics of Major and Non-Major Faculty . . .	10
3.2	Negative Characteristics of Major and Non-Major Faculty . . .	12
4.1	Faculty Characteristics: Freshmen's Expectations and Seniors' Perceptions	18

LIST OF FIGURES

FIGURE		PAGE
4.1	Faculty Characteristics: Freshmen's Expectations and Seniors' Perceptions	20
4.2	Faculty Characteristics: Freshmen's Expectations and Seniors' Perceptions (Categories collapsed)	22

CHAPTER I

PROCEDURE

Two populations of interest for this study are: the group of 2,313[1] young women and men who entered the State University of New York at Buffalo (SUNY/B) as full-time freshmen in the Fall semester of 1976; and the group of 2,136 SUNY/B students who indicated on their January registration materials (1-1976) that they expected to receive a baccalaureate in June, 1976.

SAMPLING AND SAMPLES

All the incoming freshmen were invited to attend one of the 10 conferences of the 1976 Summer Orientation Program. Two conferences were conducted each week from June 30 to August 4, 1976; one from noon Sunday to 11:00 A.M. Tuesday, the other from noon Wednesday to 11:00 A.M. Friday. Freshmen attended in order to familiarize themselves with the facilities and services of the university, to plan their academic programs and register for courses in the Fall, and to meet other students. A questionnaire was administered by Student Testing and Research of the Division of Student Affairs on the first day of each conference; 1,639 freshmen, 71 percent of the freshman population, completed usable questionnaires and constitute the freshman sample upon which part of this report is based.

A Selected Sample of seven hundred seniors was randomly selected from the senior population[2] for inclusion in the study and mailed questionnaires in mid-April, 1976. Follow-up cards urging completion and return of the

---

[1]Additional groups of freshmen not attending the Summer Orientation Program and not included in the population were: transfer students (87); students entering the university through the Hospital Nursing Program (185); and students re-entering the university (45).

[2]Random selection was produced by the generation of pseudo-random binary integers by a congruence method. Univac Math-Pack Program Abstracts, UP-4051 Rev. 2, Page 14.1.

questionnaires were mailed one and three weeks subsequent to the mailing of the questionnaires. Thirty-four[3] seniors had moved without leaving a forwarding address.

Two hundred and forty-four seniors (11 percent of the senior population and 37 percent of the Selected Sample whose addresses were known) returned usable questionnaires and constitute the senior sample upon which part of this study is bases.

QUESTIONNAIRES

The freshman sample completed the COLLEGE STUDENT PERCEPTIONS SURVEY (CSPS) - 1976 FRESHMAN SURVEY, a 13-page survey consisting of 239 multiple-choice items. The freshman portion of the present report is based on lo of those items, those concerning expectations of their SUNY/B Faculty. Seniors completed the 1976 SENIOR SURVEY - COLLEGE STUDENT PERCEPTIONS, a 10 page questionnaire containing 236 items. The seniors' portion of the study is based on their response to 28 items concerning the faculty in their major and non-major courses.

DATA ANALYSIS

Eight of the ten questions asked the freshmen were also asked the seniors. For each of these eight items, the differences between the freshmen's responses and seniors' responses relative to both major and non-major faculty were examined by the t test analysis at the .01 level of confidence. The statistically significant differences are reported in the tables and, where appropriate, in the test.

At least 99 percent of the greshman sample responded to each item on the 1976 FRESHMAN SURVEY included in this study. The item response rate

---

[3]One student had been killed prior to graduation.

on the items from the 1976 SENIOR SURVEY included in this study was 99 percent for items about major faculty and 96 percent for items about non-major faculty.

PRESENTATION OF DATA

Tables are included in this report to provide information additional to that in the text. Data are presented in tables and figures in three ways: frequencies, percentages, and means. Means of the response options are calculated by assigning the number 1 to the response *fewer than 25%*, 2 to the response *25-49%*, 3 to the response *50-74%*, and 4 to the option *75% or more*.

The following symbols and abbreviations are used in the tables:

N Number of cases

% Percent of respondents

$\overline{X}$ Mean

S.D. Standard Deviation.

In tables with mutually exclusive entries, some columns of percents may not add to 100 due to non-response and/or rounding error. The method of comparison employed (if any) and significant differences are reported in the tables.

Proportions, such as one-third or three-quarters, are used for simplicity and convenience. They are sometimes approximations, but are always within two percent of the actual percents listed in the tables, unless specified.

A description of the freshmen's expectations of the SUNY/B faculty are presented in Chapter II. In Chapter III, the seniors' perceptions of the faculty in their major and non-major courses are discussed. Chapter IV focuses on the comparison of freshmen's expectations and seniors' observations. Chapter V contains some concluding remarks.

CHAPTER II

FRESHMAN EXPECTATIONS OF FACULTY BEHAVIOR

The incoming freshmen reported their expectations of the SUNY/B faculty with whom they anticipated interacting during their first year. Ten statements describing specific attributes and behaviors, seven positive and three negative, were presented to the freshmen, who reported the proportion of the SUNY/B faculty for whom they anticipated the characteristics would be descriptive (Table 2.1). Four options were provided: fewer than 25%, 25-49%, 50-74%, and 75% or more.

Over half of the freshmen indicated that they expected five of the seven positive behaviors to characterize at least half of their faculty, while at least half the students reported that the negative behaviors would typify fewer than half of their faculty.

POSITIVE CHARACTERISTICS

Freshmen expected the faculty, for the most part, to communicate their knowledge, to challenge students, and to be friendly, open-minded, and creative. Most freshmen, however, expected faculty not to be interested in them, and many did not expect faculty to encourage student participation in class.

Two-thirds of the students expected at least half their faculty to communicate their knowledge skillfully. Three-fifths (57 percent) of the freshmen expected at least half of their faculty to challenge them to perform their best and to be friendly. Half of the freshmen (53 percent) anticipated that at least half of their faculty would be open-minded and creative. Over half (55 percent) of the freshmen, however, expected fewer than half of their faculty to encourage student participation in class, and three-fourths expected that fewer than half would be interested in them as individuals.

Table 2.1 Freshman Expectations of Faculty Behavior

STATEMENT	< 25% N	< 25% %	25-49% N	25-49% %	50-74% N	50-74% %	≥75% N	≥75% %	$\bar{X}$	S.D.
Communicate their knowledge skillfully	110	7	415	25	751	46	351	21	2.83	.84
Challenge you to perform your best	260	16	414	25	548	33	397	24	2.67	1.02
Friendly	187	11	509	31	621	38	311	19	2.65	.92
Open-minded	192	12	576	35	606	37	259	16	2.57	.89
Creative	177	11	587	36	636	39	234	14	2.57	.87
Treat students impersonally	334	20	533	33	462	28	296	18	2.44	1.01
Encourage student participation in class	309	19	592	36	512	31	211	13	2.38	.94
Interested in you as an individual	778	47	480	29	243	15	130	8	1.83	.96
Present disorganized, superficial treatment of their material	1209	74	308	19	85	5	26	2	1.34	.65
Criticize or embarrass students in the classroom	1262	77	272	17	71	4	19	1	1.29	.60

NEGATIVE CHARACTERISTICS

Nearly all the freshmen expected that fewer than half of their faculty would criticize or embarass students in the classroom or present disorganized, superficial treatment of their material. Three-quarters of the freshmen expected these behaviors to characterize fewer than 25% of their faculty, while an additional fifth (17 and 19 percent, respectively) expected these characteristics to typify 25 to 49% of their faculty.

Nearly half of the freshmen (46 percent) expected at least half of their faculty to treat them impersonally. A fifth expected this behavior to typify 75% or more of the faculty, and three-tenths expected it to characterize 50 to 74% of their faculty.

CHAPTER III

SENIORS' PERCEPTIONS OF THEIR MAJOR AND NON-MAJOR FACULTY

In order to better understand how students perceive their faculty, the seniors were asked to reflect upon their relationships with faculty members and describe the behaviors characteristic of them. Fourteen statements describing specific behaviors were presented to the students: 10 of them positive and four, negative. Seniors were asked to indicate how representative each statement was for two groups of their SUNY/B faculty - those who taught courses in their major field (current major) and those who taught non-major courses. Four options were provided: *fewer than 25%, 25-49%, 50-74%,* and *75% or more.*

The number of courses students are required to take in their major field varies with the department. Although some require 52 of the 128 credit hours required to graduate to be taken within the department and others "recommend" additional courses, students generally are required to take a minimum of a quarter of their courses within their major field.

MAJOR FACULTY

In general, the seniors' perceptions of their major faculty were positive. Over half of the seniors indicated that all but two of the positive behaviors characterized at least half of their major faculty, while at least two-thirds of these students reported the negative behaviors typified fewer than half of their major faculty.

Positive Characteristics

At least three-fifths (57 percent) of the seniors indicated that all but two of the positive behaviors were characteristic of at least half of their

Table 3.1 Positive Characteristics of Major and Non-Major Faculty

STATEMENT		< 25%		25 - 49%		50 - 74%		≥75%		$\bar{X}$
		N	%	N	%	N	%	N	%	
Knowledgeable about the subject taught	Major	4	2	10	4	51	21	179	73	3.65
	Non-Major	6	2	25	10	107	44	97	40	3.26
Fair	Major	7	3	36	15	95	39	105	43	3.22
	Non-Major	10	4	37	15	127	52	61	25	3.03
Friendly	Major	28	11	36	15	74	30	106	43	3.05
	Non-Major	21	9	57	23	102	42	55	23	2.82
Enthusiastic about the subject taught	Major	14	6	45	18	101	42	84	34	3.02
	Non-Major	16	7	56	23	115	47	48	20	2.83
Communicate knowledge skillfully	Major	15	6	55	23	129	53	45	18	2.83
	Non-Major	16	7	73	30	120	49	26	11	2.66
Open-minded	Major	24	10	72	30	90	37	58	24	2.73
	Non-Major	23	9	65	27	118	48	29	12	2.65
Encourage student participation in class	Major	39	16	63	26	82	34	59	24	2.66
	Non-Major	41	17	86	35	78	32	29	12	2.42
Challenge you to perform your best	Major	42	17	64	26	80	33	58	24	2.61
	Non-Major	58	24	85	35	69	28	22	9	2.22
Creative	Major	43	18	84	34	81	33	36	15	2.44
	Non-Major	40	16	82	34	96	39	17	7	2.38
Interested in you as an individual	Major	90	37	57	23	56	23	41	17	2.19
	Non-Major	95	39	78	32	46	19	16	7	1.93

major faculty (Table 3.1). The characteristic reported to be true for the largest proportion of major faculty was that they were knowledgeable about the subject taught. This characteristic has been reported by seniors in research on SUNY/B students since 1971 to be the most characteristic of their major faculty.[1] Three-quarters of the seniors stated that 75% or more of their major faculty were knowledgeable about the subject taught; an additional fifth reported the same characteristic to be true for 50 to 74% of their major faculty.

Most of the seniors indicated that over half of their major faculty were fair, friendly, and enthusiastic about the subject taught, and communicated knowledge skillfully. Four-fifths of the seniors reported that half or more of their major faculty were fair. Three-quarters stated that at least half were friendly and an equal proportion reported that faculty were enthusiastic about the subject taught. Seven-tenths of the seniors indicated that half or more communicated knowledge skillfully.

The majority of seniors also indicated that at least half of their major faculty were open-minded, encouraged student participation in class, and challenged students to perform their best. Three-fifths of the seniors reported that half or more of their major faculty were open-minded and encouraged student participation in class. Slightly fewer, 57 percent, responded similarly regarding the faculty's challenge to them to perform their best.

On the other hand, fewer than half of the seniors indicated that half or more of their major faculty were creative or interested in them as individuals. The corresponding percentages were 48 and 40, respectively. It is of interest that nearly two-fifths (37 percent) of the seniors reported that fewer than 25% of their major faculty were interested in them as individuals.

Negative Characteristics

The negative characteristics were generally not typical of the students' major faculty. At least two-thirds of the seniors indicated that the four

---

[1] Faulman, J. '71 Senior Survey: a biography of a class study. Student Testing and Research, SUNY/B, 1972

Coles, H. W. III, and Faulman, J. Senior Survey 1972-1973. Student Testing and Research, SUNY/B, 1974

Coles, H. W. III, 1974 Senior Survey. Student Testing and Research, SUNY/B, 1974

Rott, M. A. H. University experience: the fourth year, part I - 1966 freshman class. Student Testing and Research, SUNY/B, 1973

Table 3.2 Negative Characteristics of Major and Non-Major Faculty

STATEMENT		<25% N	<25% %	25 - 49% N	25 - 49% %	50 - 74% N	50 - 74% %	≥75% N	≥75% %	$\bar{X}$
Do not seem to care if class material is understood	Major	173	71	42	17	22	9	7	3	1.45
	Non-Major	112	46	68	28	38	16	19	8	1.87
Do not spread the workload evenly over the semester (e.g. try to cover everything at the end)	Major	127	52	73	30	31	13	12	5	1.70
	Non-Major	106	43	65	27	48	20	15	6	1.87
Make insufficient distinctions between major ideas and less important details	Major	104	43	79	32	47	19	14	6	1.90
	Non-Major	69	28	89	36	60	25	16	7	2.09
Treated students impersonally	Major	98	40	62	25	46	19	38	16	2.09
	Non-Major	49	20	69	28	72	30	44	18	2.49

negative behaviors listed were characteristic of fewer than half of their major faculty. These characteristics were:

Do not seem to care if class material is understood
Do not spread the workload evenly over the semester
(e.g. try to cover everything at the end)
Make insufficient distinctions between major ideas
and less important details
Treat students impersonally.

Most of the seniors (88 percent) reported that fewer than half of their major faculty did not seem to care if class material was understood. Seven-tenths reported this characteristic to be true for *fewer than 25%*, and an additional fifth (17 percent) indicated it to be true for *25 to 49%*.

Four-fifths of the seniors reported that fewer than half of their major faculty did not spread the workload evenly over the semester (e.g. tried to cover everything at the end). Half the seniors indicated this characteristic to be descriptive of *fewer than 25%* of their faculty.

Three-quarters of the seniors stated that fewer than half of their major faculty made insufficient distinctions between major ideas and less important details; two-thirds indicated that fewer than half of their major faculty treated students impersonally. Two-fifths of the seniors (43 and 40 percent, respectively) reported each of these two behaviors to be characteristic of *fewer than 25%* of their major faculty.

NON-MAJOR FACULTY

The behavior of non-major faculty was also viewed as positive, but less so than that of the major faculty; positive statements applied to fewer non-major than major faculty (Table 3.1), while the negative statements applied to more non-major than major faculty (Table 3.2).

Postive Characteristics

Knowledgeable about the subject taught, the characteristic reported to be true for the greatest proportion of major faculty, was also reported to characterize the most non-major faculty. Two-fifths of the seniors indicated

that 75% or more of their non-major faculty were knowledgeable about the subject taught; an additional 44 percent stated that same characteristic to be descriptive of 50 to 74% of these faculty.

Slightly fewer reported their non-major faculty to be fair. A quarter indicated that 75% or more were fair, and half said 50 to 74% were fair.

Two-thirds of the seniors reported that at least half of their non-major faculty were friendly and enthusiastic about the subject taught. Three-fifths of the students said that at least half of their non-major faculty communicated knowledge skillfully and were open-minded.

More than half of the seniors, however, described fewer than half of the non-major faculty as:

Encouraging student participation in class
Creative
Challenging you to perform your best
Interested in you as an individual.

Half of the seniors stated that fewer than half of their non-major faculty encouraged student participation in class or were creative. Three-fifths reported that fewer than half of these faculty challenged them to perform their best, and seven-tenths stated that fewer than half of their non-major faculty were interested in them as individuals. Interestingly, the proportion of seniors who reported that fewer than 25% of their non-major faculty were interested in them as individuals was only slightly larger than the proportion who reported the same perception of their major faculty (39 and 37 percent, respectively).

Negative Characteristics

At least two-thirds of the seniors reported that three of the four negative behaviors listed were characteristic of fewer than half of their non-major faculty. These were:

Do not seem to care if class material is understood
Do not spread the workload evenly over the semester
(e.g. try to cover everything at the end)
Make insufficient distinctions between major ideas
and less important details.

Nearly half of the seniors (46 percent) indicated that fewer than 25%

of their non-major faculty did not seem to care if class material was understood; three-tenths described 25 to 49% of their non-major faculty in the same manner. More than two-fifths of the seniors (43 percent) reported that fewer than 25% of their non-major faculty did not spread the workload evenly over the semester (e.g. try to cover everything at the end). An additional quarter reported the same characteristic to be true for 25 to 49% of these faculty.

Over three-fifths of the seniors (64 percent) reported that fewer than half of their non-major faculty made insufficient distinction between major ideas and less important details. Three-tenths indicated that fewer than 25% of these faculty could be so described.

The seniors reported that many of their non-major faculty treated students impersonally. Half of the seniors indicated that at least half of their non-major faculty displayed such behavior. Interestingly, a fifth stated that more than 75% of their non-major faculty treated them impersonally.

The majority of both major and non-major faculty members were described in positive terms by most seniors. As might be expected, more major faculty were viewed as knowledgeable and supportive and fewer were perceived as treating the students impersonally.

CHAPTER IV

FACULTY CHARACTERISTICS: COMPARISON OF FRESHMEN'S EXPECTATIONS AND SENIORS' PERCEPTIONS

The expectations incoming freshmen had of the faculty at SUNY/B were compared with the perceptions of faculty reported by students already at the university. Freshmen entering the university in the Fall of 1976 reported their expectations of the SUNY/B faculty with whom they anticipated interacting during their first year (Chapter II). Their responses were recorded during the Summer Orientation Program prior to their attending the university. A sample of seniors graduating in June of 1976 reflected upon their relationships with faculty members and described their behavioral characteristics (Chapter III). Their responses were made in the last two months of their senior year.

The freshmen and the seniors responded to eight of the same statements describing specific attitudes and behaviors. For each, the students indicated the proportion of SUNY/B faculty for whom they anticipated (freshmen) or had perceived (seniors) the characteristic to be descriptive (Table 4.1, Figure 4.1, Figure 4.2). Four options were provided: *fewer than 25%, 25-49%, 50-74%,* and *75% or more.*

The seniors' responses indicated that they had had better interpersonal relationships with their faculty, especially those in their major field, than the freshmen expected to have with their faculty during their freshman year.

Faculty were indicated by the seniors to be friendlier than expected by the incoming freshmen. Two-fifths (43 percent) of the seniors indicated that *75% or more* of the faculty in their major field were friendly; three-tenths stated that *50-74%* of these faculty were friendly. The corresponding percentages for the faculty not in their major field were 23 and 42, respectively. Only a fifth of the freshmen expected *75% or more* of their faculty to be friendly, while two-fifths expected *50-74%* of their faculty to be friendly.

Seniors also reported that the faculty in their major field encouraged student participation in class and were interested in them as individuals to a greater extent than anticipated by the freshmen. Seniors' recollections of

Table 4.1 Faculty Characteristics: Freshmen's Expectations and Seniors' Perceptions

STATEMENT	CLASS	< 25% N	< 25% %	25 - 49% N	25 - 49% %	50 - 74% N	50 - 74% %	≥75% N	≥75% %	t	N	$\bar{X}$	S.D.
Friendly	Freshmen	187	11	509	31	621	38	311	19		1629	2.65	.92
	Seniors Major[1]	28	11	36	15	74	30	106	43	5.71[3]	236	3.05	1.02
	Non-Major[2]	21	9	57	23	102	42	55	23	2.66[3]	227	2.82	.90
Communicate knowledge skillfully	Freshmen	110	7	415	25	751	46	351	21		1628	2.83	.84
	Seniors Major	15	6	55	23	129	53	45	18	0	236	2.83	.80
	Non-Major	16	7	73	30	120	49	26	11	3.10[3]	227	2.66	.77
Open-minded	Freshmen	192	12	576	35	606	37	259	16		1634	2.57	.89
	Seniors Major	24	10	72	30	90	37	58	24	2.46	236	2.73	.94
	Non-Major	23	9	65	27	118	48	29	12	1.35	227	2.65	.83
Encourage student participation in class	Freshmen	309	19	592	36	512	31	211	13		1626	2.38	.94
	Seniors Major	39	16	63	26	82	34	59	24	4.01[3]	235	2.66	1.01
	Non-Major	41	17	86	35	78	32	29	12	.61	226	2.42	.93
Challenge you to perform your best	Freshmen	260	16	414	25	548	33	397	24		1621	2.67	1.02
	Seniors Major	42	17	64	26	80	32	58	24	.84	236	2.61	1.03
	Non Major	58	24	85	35	69	28	22	9	6.67[3]	226	2.22	.94
Creative	Freshmen	177	11	587	36	636	39	234	14		1634	2.57	.87
	Seniors Major	43	18	84	34	81	33	36	15	1.99	236	2.44	.95
	Non-Major	40	16	82	34	96	39	17	7	3.11[3]	227	2.38	.86
Interested in you as an individual	Freshmen	778	47	480	29	243	15	130	8		1633	1.83	.96
	Senior Major	90	37	57	23	56	23	41	17	4.73[3]	236	2.19	1.11
	Non Major	95	39	78	32	46	19	16	7	1.50	227	1.93	.94
Treat students impersonally	Freshmen	334	20	533	33	462	28	296	18		1625	2.44	1.01
	Seniors Major	98	40	62	25	46	19	38	16	4.61[3]	236	2.09	1.10
	Non-Major	49	20	69	28	72	30	44	18	.69	226	2.49	1.02

Note: Statistical differences between the mean responses of (1) freshmen and seniors (for major faculty) and (2) freshmen and seniors (for non-major faculty) were analyzed by t tests.

[1]Seniors' perceptions of faculty who taught courses in their major field.

[2]Seniors' perceptions of faculty who taught courses not in their major field.

[3]Significant differences exist between the freshmen's and seniors' responses, at the .01 level of confidence.

faculty in their non-major courses did not differ significantly from freshmen's expectations of their faculty for these two attributes. Three-fifths of the seniors stated that half or more of the major faculty encouraged student participation in class, while only forty-four percent of the freshmen gave a similar response. Forty-four percent of the seniors also reported that half or more of their non-major faculty encouraged student participation in class.

Two-fifths of the seniors indicated that half or more of their major faculty were interested in them as individuals. A quarter of the seniors responded similarly relative to their non-major faculty; a quarter of the freshmen also expected that half or more of their faculty would be interested in them as individuals.

Seniors indicated that fewer of the faculty in their major field area treated them impersonally than the freshmen expected would treat them impersonally. Freshman anticipations were similar, however, to the seniors' observations of the non-major faculty. Two-thirds of the seniors indicated that fewer than half of their major faculty treated them impersonally. Fewer seniors, half, stated that fewer than half of their non-major faculty treated them impersonally, and about half of the freshmen (53 percent) expected fewer than half of the faculty to treat them impersonally.

For three faculty characteristics, freshmen's expectations were similar to the seniors' perceptions of their major faculty and better than seniors' recollections of their non-major faculty:

Communicating knowledge skillfully
Challenging you to perform your best
Being creative.

Two-thirds of the freshmen expected half or more of the faculty to communicate knowledge skillfully. A similar percentage of the seniors (71 percent) stated that half or more of their major faculty communicated knowledge skillfully, while fewer (60 percent) seniors responded similarly relative to their non-major faculty. Nearly six-tenths of the freshmen (57 percent) expected that half or more of their faculty would challenge them to perform their best. Fifty-six percent of the seniors stated that half or more of their major faculty challenged them to do their best, while considerably fewer seniors (37 percent) so responded regarding their interactions with non-major faculty.

Freshmen anticipated that the faculty would be more creative than the

Figure 4.1 Faculty Characteristics: Freshmen's Expectations and Seniors' Perceptions

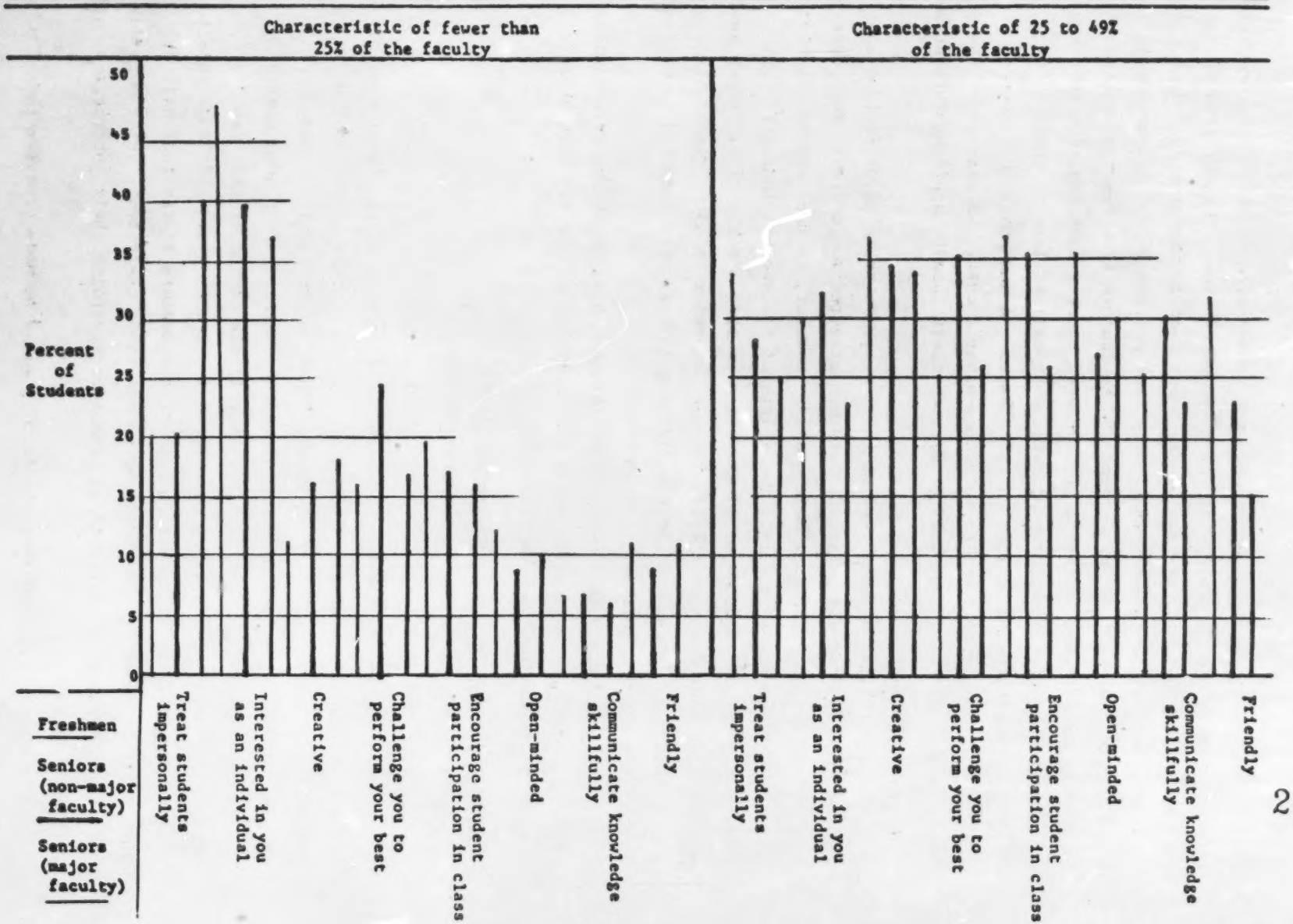


Figure 4.1 (cont.) Faculty Characteristics: Freshmen's Expectations and Seniors' Perceptions

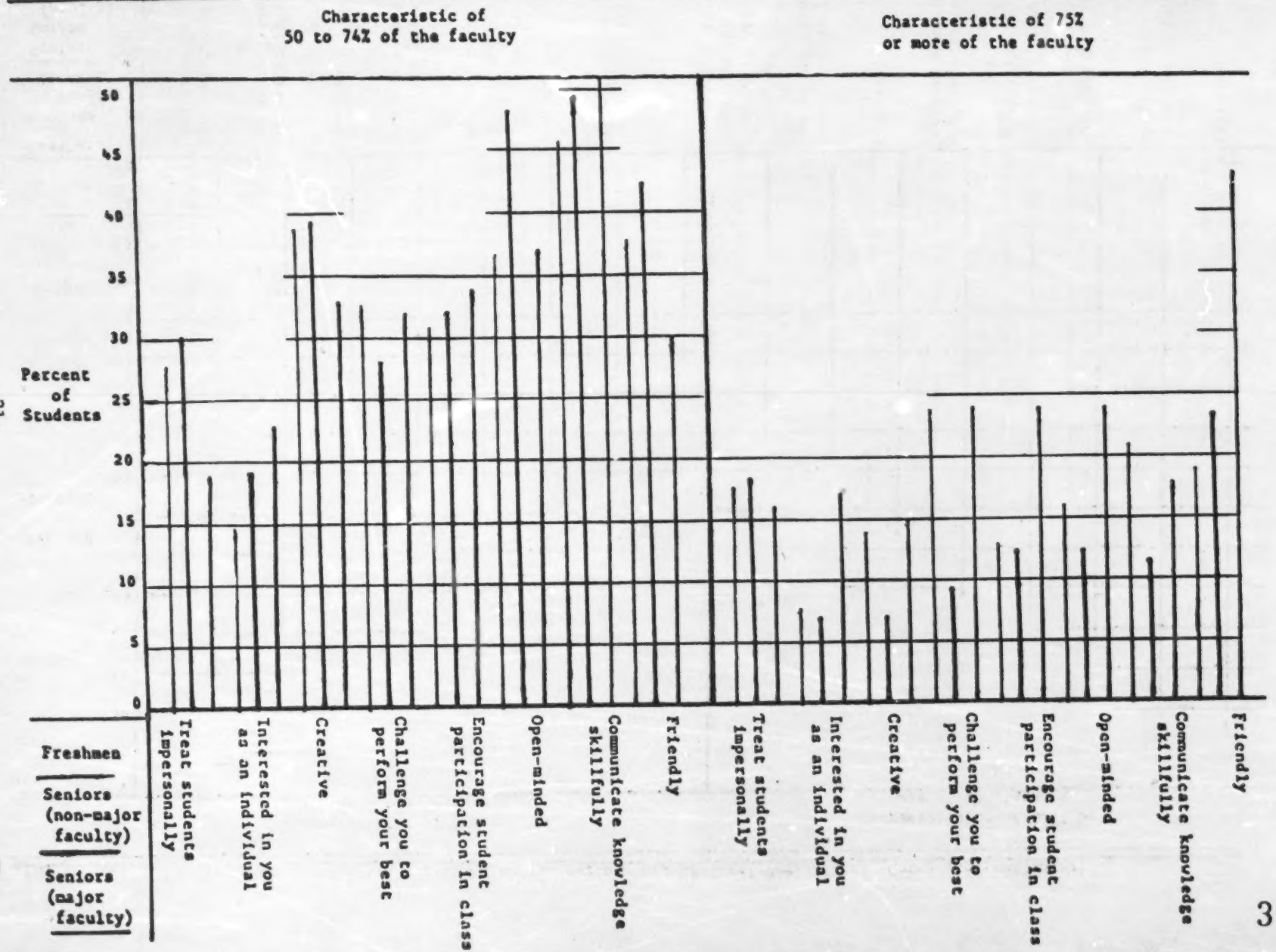
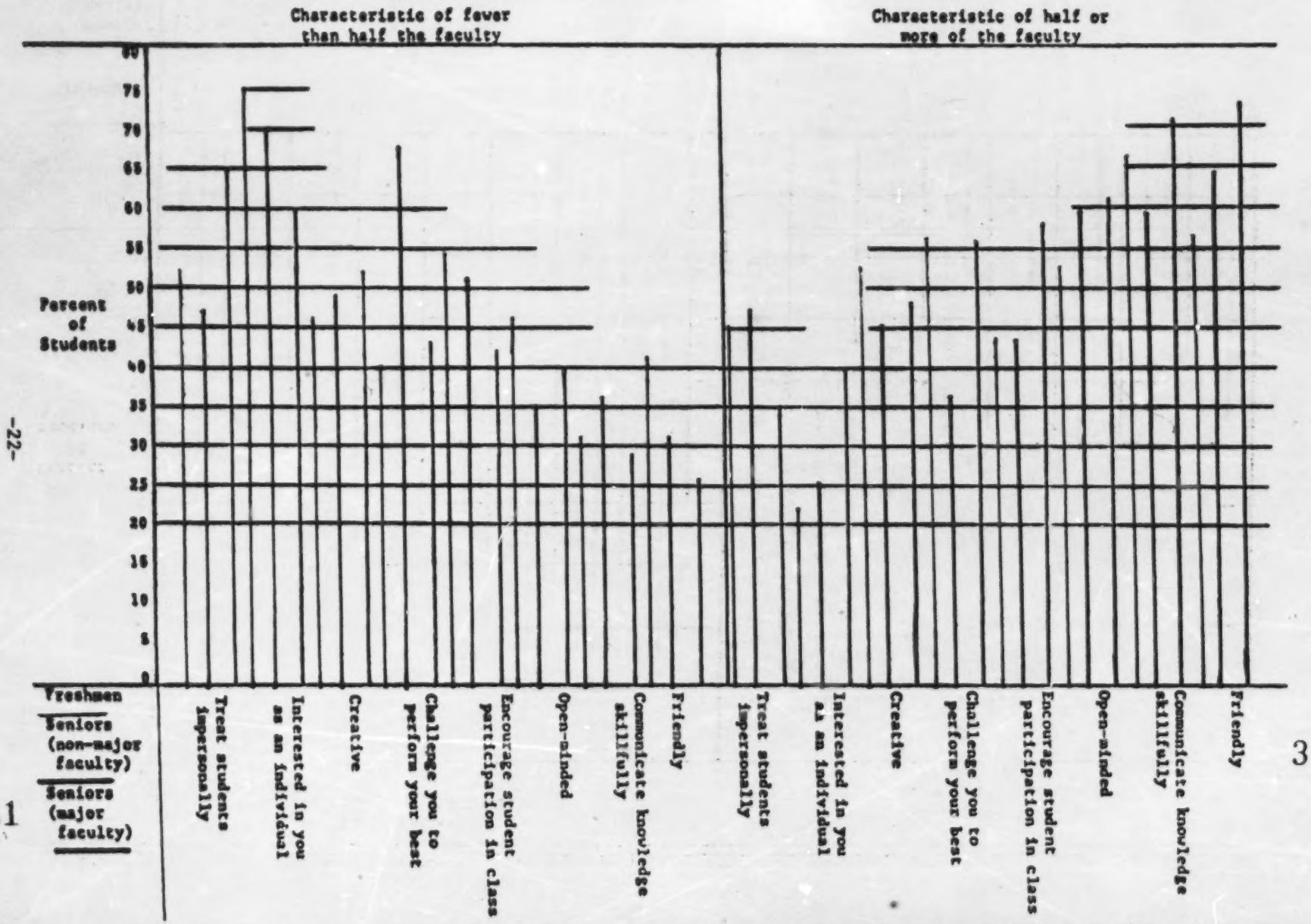


Figure 4.2 Faculty Characteristics: Freshmen's Expectations and Seniors' Perceptions (Categories collapsed)



seniors reported their non-major faculty had been. Over half the freshmen (53 percent) expected half or more of their faculty to be creative, while a similar proportion of the seniors responded similarly regarding their major faculty. Significantly fewer seniors (46 percent) indicated that half or more of their non-major faculty were creative.

Freshmen and seniors did not differ significatnly in their expectations and observations of the open-mindedness of their faculty. Three-fifths of the seniors stated that half or more of their major and non-major faculty were open-minded, while slightly fewer of the freshmen (53 percent) anticipated half or more of their faculty would be so described.

In general, the seniors indicated that they had found their faculty, particularly those teaching courses in their major field, to be friendlier and more supportive than incoming freshmen expected their first-year faculty to be. Freshman anticipations regarding the faculty's communicating knowledge skillfully, challenging students to perform their best, and creativity were similar to the seniors' observations of their faculty in their major field, but were more optimistic than the seniors' perceptions of their non-major faculty. Freshman expectations of the open-mindedness of the faculty were similar to the seniors' recollections of both their major and non-major faculty.

CHAPTER V

SUMMARY

Freshmen expected, for the most part, that the faculty they would have their first year would communicate their knowledge skillfully, challenge students, and be friendly, open-minded, and creative. Most faculty, however, were not expected to be interested in the students as individuals. Freshmen expected many faculty to treat students impersonally and not to encourage student participation in class.

Seniors reported their perceptions of the attributes and behaviors of both the faculty in their major courses and those in their non-major courses. Nearly all of the major faculty were reported to have been knowledgeable about the subject they taught. Most were indicated to have been fair, friendly, enthusiastic about the subject taught, and able to communicate their knowledge skillfully.

Faculty teaching non-major courses were generally viewed by the seniors as being less knowledgeable and less supportive than their major faculty. A substantial portion of these non-major faculty were reported by seniors to have treated students impersonally.

Seniors, in general, reported that they had found their faculty, particularly in their major field, to be friendlier and more supportive than incoming freshmen expected their first-year faculty to be. Freshman expectations regarding the faculty's ability to communicate knowledge skillfully, to challenge students to perform their best, and to be creative were similar to the seniors' observations of the faculty in their major field, but were more favorable than the seniors' perceptions of their non-major faculty.